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ABSTRACT

St. John's University (New York) is developing a baccalaureate program which produces graduates who can successfully cope with demands in the expanding realm of human services. Because the knowledge, skills, and attitudes required of the human services worker are congruent with the expertise of a typical education faculty, the training of human services workers should take place in schools of education. Further program development requires the identification of roles for the human services worker as well as functions which must be carried out to meet these needs. A human services worker should be competent in detecting individuals or groups who are in need of help and steering them toward existing beneficial services. Ability to evaluate priorities and mobilize helpful resources, and skill in solving problems and preventing stress are also essential. Further needed skills are in the areas of changing behavior patterns, consulting, cooperating with community forces, collecting and analyzing data, administration, and continuing care. To satisfy these objectives, human services workers need to function as outreach workers, brokers, advocates, evaluators, mobilizers, teachers, behavior changers, consultants, community planners, data managers, administrators, and care givers. The baccalaureate program is designed to train human services workers to function within each of these 12 roles, so that they have a wide repertoire of competencies in the human services field. (JD)

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Why? What? By Whom?

A Rationale for a Baccalaureate Program in Human Services in a School of Education

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ABSTRACT

There has been a revolution in the definition of the typical "human services client" (it's no longer simply the insane and the institutionalized) without the needed revolution in the training of workers to deliver these human services. This paper offers an approach to developing a baccalaureate program in Schools of Education which produces graduates who can successfully cope with the demands in the expanding realm of human services.

In New York State, when an institution of higher education proposes to the State Education Department to develop a new program, extensive evidence must be presented that there is a need for the program. This involves demonstrating that it will fulfill the needs of the target population to be served and the agencies or institutions who serve this population. In the course of developing a B.S. degree in Human Services at St. John's University, evidence of the need for such a program was established partly through the dissemination of questionnaires.

A survey was done of coordinators of two-year associate degree programs in human services. They indicated that one of their most pressing concerns was locating four-year programs for their graduates. There are, in their opinion, few four-year programs in human services and fewer that are congruent with the philosophy and objecitves of the majority of associate degree programs--mainly training the "human service generalist." (Dugger, 1980). This concept will be described in detail later in this paper.

Questionnaires were also sent to agencies that hire individuals possessing a B.S. or B.A. degree. Invariably, their biggest concern was with the training that graduates of so-called human services programs, both graduate and undergraduate, receive. Many of the agency directors indicated that if they were hiring individuals with a B.S. or B.A. degree, they preferred to hire candidates who had majored in education. They felt that teacher education programs attracted individuals who were willing to take care of the total needs of the typical client their agency works with--to really get their feet wet--and graduates of teacher education programs had more practical experience in real life (field-based) situations.

Revolution in the Concept of Human Services

Vidaver (1973) describes the time when human services were reserved for "the lunatic, the beggar, and the orphaned child." Today, the range of personal and community difficulties for which people can seek help has greatly broadened. Correspondingly, the range of human services has greatly expanded. Although the asylums still exist, the current trend is to bring more services to more and more people, who are less and less overtly deviant. Clients of the human services, while often in stress, have become more "normal" than "sick" and their ills more short-lived in duration. Vidaver states that "there was a time when a handful of human services professionals, i.e. graduate level workers, together with their legions of non-professional helpmates, could staff the asylums and welfare apparatus of the day, but no longer."

Active treatment, far-ranging services, and prevention call for large numbers of sophisticated practioners. Definitive services, in contrast to custodial care, are time-consuming of professional skills, demanding longitudinal continuity and multiple contacts with clients. However, he continues, "if the human services are to be manned by all-professional teams as we have traditionally defined them, then there is not enough money in the nation to pay for them. We could not recruit so large a reservoir of graduate level professionals, nor have we a fraction of the graduate educational machinery with which to train them." He then presents a model for the development of new manpower resources for the human services which emphasize the utilization of human service "entry level professionals" trained at the baccalaureate level as "generalists."

If universities are interested in tapping the amorphous, expanding realm of the human services market, a lesson can be learned from the remarks of Vidaver and agencies' criticism of the training received by graduates of many

programs in the human services realm (counseling, psychology, nursing, social work). The common thread or complaint seems to be that these programs are not concerned with training individuals who can assist or are willing to assist with the total needs of the agency population to be served. In meetings with agency directors, we have heard all of these professions accused of training armies of "mini-psychiatrists" more concerned with licensing, certification, and "third party payments" than with the problems of clients. The general impression is that few individuals above the associate degree level are being trained to deal with the total needs of the client. Each of the professions seems to be "carving out" a slice of the client's needs and in the end the real problems of the client are not attended to.

McPheeters (1977) remarks on the values inherent in utilizing psychological, educational and social theories and procedures, yet "training still reflects the old system where the psychiatrist was king, where people learned to give one-to-one therapy, and where the aide was a flunky. . ." He notes the promising trend of training workers and writing job titles in terms of problem fields instead of professions. The individual "who is in demand today is not the psychologist or the social worker, but the child care worker, the mental health worker." He notes that "as this has been happening, the traditional professions are seeing the lines of demarcation between them blurring considerably, a condition which has set off many wasteful conflicts and turf battles between them." The day of the human service generalist is at hand!

The Human Service Generalist

Twelve roles for the "generalist human services worker" were identified by the Southern Regional Education Board Manpower Utilization Project (1969). These roles correspond to the twelve major objectives of human services which were initially determined by Project members using a developmental approach. With such an approach, the basic needs of individuals, families, and communities

were identified, and then the functions which must be carried out to meet these needs and who can best do the jobs were specified.

The twelve identified objectives are:

1. Detection: to identify the individuals or groups who are experiencing difficulty or who are in danger of becoming vulnerable.
2. Linkage: to steer people toward the existing services that can be of benefit to them.
3. Advocacy: to fight for the rights and dignity of people in need of help.
4. Evaluation: to gather information, assess personal and/or community problems, weigh alternatives and priorities, and make decisions for action.
5. Mobilization: to assemble and energize existing groups, resources, organizations, and structures; or to create new groups, organizations, or resources and bring them to bear on problems that exist.
6. Instruction: to convey and impart information and knowledge and to develop various kinds of skills needed for the solution of problems, the prevention of stress, and the enforcement of social/psychological functioning.
7. Behavior Change: to bring about change in the behavior patterns, habits, and perceptions of individuals or groups.
8. Consultation: to work with other workers or agencies to help them increase their skills and to help them solve their clients' problems.
9. Community Planning: to participate and assist neighborhood planning groups, agencies, community agents, or governments in the development of community programs to assure that the human service needs of the community are represented and met to the greatest extent feasible.
10. Information Processing: to collect, classify, and analyze data generated within the human services environment.

11. Administration: to manage a facility, an organization, a program, or service unit.

12. Continuing Care: to provide for persons who need ongoing support or care on an extended and continuing basis.

To satisfy these objectives, human service generalists need to function as: (1) outreach workers, (2) brokers, (3) advocates, (4) evaluators, (5) mobilizers, (6) teachers, (7) behavior changers, (8) consultants, (9) community planners, (10) data managers, (11) administrators, and (12) care givers.

In the Southern Regional Education Board model, four levels of human service generalists have been proposed and functions within the twelve roles are assigned to each level, based primarily on the complexity or difficulty of the task in terms of the technical knowledge and skills it presupposes. Level 1 includes the New Careerist or entry level worker with no or little formal training; Level 2, the Technical Level worker with one or two years of formal training (the graduate of an associate degree program); Level 3, the Associate or beginning professional baccalaureate level worker; and Level 4, the Professional, or master's/doctoral level worker. A B.S. in Human Services trains the Level 3, Associate or beginning professional level human services generalist. At this level, the human services worker is expected to demonstrate competence to a considerable extent in all of the functions which comprise the twelve generalist roles. Obviously, not all beginning professionals will be expected to perform in all these roles upon entering the world of human services; but many will eventually do so, as they continue on in their human services career. Even for beginning professionals who are assigned specialized tasks as they enter service, there is no way to predict in the training years just which roles they will be assigned. The philosophy behind this approach is to train graduates in each role and to anticipate that the

better workers in most jobs are those who have a wide repertoire of competencies even if the full range is rather infrequently used.

Implications

When one examines these twelve roles of the human service worker, it is obvious that many of the roles are an integral part of teacher training programs as they are presently conceptualized. Those roles that aren't currently included are ones that easily fall within the scope of what faculty are capable of dealing with quite effectively. In terms of work experience (in agencies and schools) and degrees (administration, curriculum, counseling, psychology, special education), it's apparent that the knowledges, skills, and attitudes required of the "human services generalist" are congruent with the expertise of a typical education faculty.

A revolution has taken place in the definition of the typical "human services client" without the necessary revolution in the training of workers to deliver these services. The opportunity is available now to lead this revolution if we are willing to redefine the scope of our mission. This is almost a necessity if we hope to survive the decline in enrollment which is a national trend in undergraduate teacher education programs. In leading this "revolution," it is most important that we convey to prospective employers and students, including the large number of graudates of two-year associate degree programs who are potential transfers, that we are aware of the need to redefine the way in which the human service worker has been conceptualized and that we are taking steps to train graduates who will rise to the challenges which face them.

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